

# Manor Hall Academy



## MARKING POLICY

## CICELY HAUGHTON SCHOOL

*Building Relationships*

*Celebrating Success*

*Promoting Change*

# CICELY HAUGHTON SCHOOL

## MARKING POLICY

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### Introduction

- It is our intention at Cicely Haughton school that the marking policy should serve to assist in pupil's progress and support teacher's assessment for learning.

### Basic Principles

- 1) Marking helps to ensure that each pupil is enabled to develop fully. Marking will need to be positive, constructive and show a way forward.
- 2) Marking should be characterised by its fairness and consistency.
- 3) Marking needs to be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them.
- 4) Not all pieces of work need to be marked individually. There are occasions when pupils can mark their own and each other's work. Teachers will still need to check the marking (initial it, tick it or use a stamp), or give verbal feedback.
- 5) Marking should indicate whether the work is supported or independent, group or partner work.
- 6) Marking should where possible relate to target setting either of the lesson objective and/or IEP target.
- 7) Immediate feedback is often the most effective way of progressing pupils. Marking is often done alongside the pupil for it to be most effective. Opportunities for this are created due to the high staff and pupil ratio.

### Why do we mark?

- To identify/check and monitor progress
- To provide appropriate feedback to pupils
- To take each pupil further in their learning
- To improve the pupil's confidence
- To give encouragement
- To provide evidence of assessments made for future learning
- To aid curriculum planning
- To help identify pupil's needs
- To recognise and celebrate achievement
- To identify the need for greater support or more challenging work
- To help in reporting to parents
- To help pupils become more aware of the criteria for assessment
- To help children to recognise important aspects of the work they are doing

## Good Practice

- Do not use red pen
- Mark in Green Pen
- Pupils should not be smothered in comments. Target the learning objective or personal target (IEP)
- Do not correct too many errors in one task
- Pupils work, no matter how unacceptable, must not be removed from books- rather it must remain in order to allow for comparisons. If the pupil removes it try to retrieve it and put it in their folder.
- Comments made must be easy to read for the pupil
- Avoid negative comments in writing.
- Verbal feedback should include a targeted comment.
- It should be stated if a piece of work has been supported
- Marking should be regular
- All work should have a name, date and title
- Encourage the pupil to explain their approach
- Encourage the pupil to read their writing aloud to you once complete. Very important if their writing is hard to read.

## How we mark

✓ - Indicates a correct answer

- - Means an answer or a sentence does not make sense

→ - refers to the pupils next steps in learning (Next time....., Can you try....., You need to.....)

VF - Means Verbal Feedback has been given

Ⓘ Indicates the work was completed independently

ⒶS Indicates the pupil received some support to complete the task

***The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.***